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A REPORT TO THE HOUSE INTERSTATE AND FOREIGN COMMERCE COMMITTEE ON EDUCATIONAL TELEVISION LEGISLATION.

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EDUCATIONAL TELEVISION STATIONS WQEX AND WQED, IN PITTSBURGH, HAVE BEEN PROVIDING SPECIALIZED ADULT EDUCATION COURSES FOR MANAGERS AND SUPERVISORS IN BUSINESS AND FOR PHYSICIANS AND NURSES. OTHER EDUCATIONAL TELEVISION STATIONS THROUGHOUT THE COUNTRY ARE ACTIVE, NOT ONLY IN THESE AREAS, BUT ALSO IN FIRE AND POLICE TRAINING, AND IN PROVIDING CREDIT AND NONCREDIT COURSES AT THE COLLEGE AND PROFESSIONAL LEVELS. TELEVISED COURSES HAVE GREATLY IMPROVED ACCESS TO TOP-LEVEL INSTRUCTION. THEY ENCOURAGE COMPANY-SPONSORED TRAINING, SAVE TIME AND MONEY, MAKE THE COMMUNITY MORE TRAINING-MINDED, AND STIMULATE ACTIVE DISCUSSION AND THE EXCHANGE OF GROUP OR DEPARTMENTAL IDEAS. (LY)

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A REPORT TO THE HOUSE INTERSTATE AND FOREIGN COMMERCE

COMMITTEE ON EDUCATIONAL TELEVISION LEGISLATION

July 20, 1967

My name is William T. Gladmon and I am the Director of Development for educational television stations WQED-WQEX in Pittsburgh, Pennsylvania. I appreciate this opportunity to report on an area in which I personally have been involved for almost five years--an area which has <u>not</u> been specifically mentioned, to my knowledge, in either these hearings or the Senate Hearings. I feel this is an area which, if given the proper resources and development, would prove to be one of the greatest educational tools yet developed.

I shall make my comments brief and to the point, and shall be happy to discuss in greater detail any of the subjects on which the Committee may have questions.

The area I want to bring to your attention is really untitled--some call it Continuing Education Via Television, Adult Education, Specialized Training, Up-dating of Professionals, Postgraduate and Undergraduate Training and Ongoing Adult Training. Of all these, I prefer to title it Specialized Adult Education--a way in which to keep an individual informed and growing in his or her particular field.

When I talk about Specialized Adult Education I refer to all kinds of professional and vocational areas. Among the major

developments via educational television are the fields of nursing, postgraduate and undergraduate doctors training, dental, police and fire training, personnel and management development, credit and non credit college courses, credit and non credit teachers courses and law training. I am quite sure that there are numerous other areas that are presently being developed throughout this country.

I would like to say a few words about what is happening in some of these fields. In the police and fire area we find an expanding program being done by New York City officials. Each week thousands of policemen and firemen are receiving some on-the-job training via television. There was another police program developed in Buffalo, New York, but it had to be dropped because of a lack of funds. The Los Angeles Fire Department now has a major proposal for the use of television as a training media, and it may be on the air at this time.

In the field of college credit courses, we find that the Chicago educational station, WTTW, has been broadcasting undergraduate college credit courses for approximately eight years. Think of all the people, because of economic or health reasons, that could benefit from such a service. I believe the latest figures show some 80,000 people in the Chicago area have taken courses via television. This development is a complete story in itself.

KTCA in St. Paul has also done an outstanding job working with and developing undergraduate nurses training courses. At one

time they had over 300 video tapes in such fields as anatomy, pharmacology, biology and in other related medical areas. KTCA was also one of the first to develop the concept of management training by television.

How are we going to inform doctors who live 50 miles from metropolitan areas of the latest developments in their field? How are we going to keep engineers up-dated? How are lawyers going to keep up on local, state and federal changes? How are we going to keep, say, 250 million Americans knowledgeable of changes in federal law or new Health and Welfare programs? I understand we have that problem in Medicare right now. What about the returning nurse that has been away from her profession for 15 years? How do you convey to her the changes which have taken place? All fields today are in need of a better communications system. I am sure you are all aware that the explosion of knowledge is almost unbelievable.

Let me take a few moments to report to you a few facts and figures relating to the growth of training in the various professions.

Dr. Elmer W. Engstrom, Chairman of the Executive Committee, Radio Corporation of America, stated that "...the total cost of training to industry is now about $18 billion annually, and will reach $25 billion by 1970. By way of comparison, the yearly cost

of running all the colleges and universities in the United States is about $9 billion."

John W. Macy, Jr., Chairman of the U. S. Civil Service Commission, also made some pertinent comments about governmental training which are indicative of the entire field, of course. Some of his quotes are:

"The Commission (U. S. Civil Service Commission) coordinates the interagency training offered by other agencies, in addition to conducting courses of its own. During the year ending June 30, 1966, a total of 65,000 Federal employees participated in these courses, 22,000 of them in courses given by the Commission."

Macy also reports from a paper by the National Commission on Technology, Automation and Economic Progress which states that:

"Half of what an engineer has learned today will be obsolete in 10 years.

"Half of what he will need to know 10 years from now is not available to him today.

"80 percent of modern medical practice was discovered in the last 20 years.

"Knowledge is now accumulating at such a rapid rate that it will double in the next 15 years."

The National Association of Manufacturers has stated clearly that we will need at least "...three million new managers by 1975 based on the additional 20 million humans that are expected to be in the work force." This article went on to state that despite the vast amount of company training being done on the job, at colleges, and universities it does not scratch the surface of the need for much broader manager development facilities along more quantitative lines.

The American Society for Training and Development, which is a nationally recognized, non-profit, training organization, has grown from a 3900 membership to an almost 6000 membership in the last three years. This growth in membership exemplifies the greatest amount of interest that has taken place since its beginning 23 years ago. At the last National Convention, some 1800 people representing just about every state in the union and over 40 countries participated. The American Management Association, in the last 10 years, has made tremendous strides both as a professional organization and as a developer of management resources. In 1957 their operation budget was 7½ million dollars; today, in 1967, it is approximately 20 million dollars. The total membership today is over 50,000.

I mention the above organizations and figures to indicate to you the tremendous emphasis now being placed on the training of human resources.

It is quite obvious to me that educational television, as a communicator, could carry adult education into a new dimension.

I would now like to develop for you a kind of case study that relates to WQED and the Pittsburgh area.

Almost five years ago when we at WQED began to explore the possibility of broadcasting Specialized Adult Education, we found that one single item made the leadership community ready and willing to investigate a new teaching tool. This one item was need--the need to find a way to reach the masses in their particular fields.

The rapidly expanding economy of our nation and the complexities involved with these economic expansions have created a need for improved managerial practices. Our programming is designed to help organizations in this direction.

It has been realized in recent years that a manager's or supervisor's training background in formal education is not enough for him to keep his company or department progressing and functioning smoothly. He must now keep himself well-informed and up-to-date with the modern, complex and ever-changing techniques of management.

In September, 1964, after many months of planning, WQEX began televising its first formal management series. These programs were put together expressly to help managers keep abreast of

what is happening in the management world today--new concepts, ideas and often a completely different view of the over-all management picture. After just three years of operation in the management field, we find that 158 companies enrolled 6,000 managers or supervising personnel.

We feel that WQEX affords an unusual opportunity for business and industrial leaders in the personnel development field to add a new dimension to in-house training. Through educational television, outstanding lecturers can bring to the local conference room new knowledge, skills and attitudes.

The distinguished leaders who join the discussion groups by television may present an illustrated lecture, perform a laboratory demonstration, conduct a role play or a T group, explain a detailed drawing or other complex design. They have found WQEX to be a highly versatile and effective training tool.

Due to the pioneer work of WQEX, management training via television is now being used in many areas of the country. We feel gratified that our initial experiment in management training through television has given training management another tool in the development of human resources.

It would be misleading for me to let you think that WQED-WQEX has organized and developed this total concept by itself. The work that has been carried on by the South Carolina State

Educational System is outstanding. The need for management knowledge in that area is tenfold of that in the Pittsburgh area as evidenced by the enrollment figures in management courses. You will recall that I mentioned an enrollment of 6000 people over a three year period; South Carolina on a statewide basis has enrolled as many as 3100 management personnel in one course.

The American Management Association's Media Department, under the direction of Mr. Daniel C. Cady, has for the last four years been supplying concepts, direction and funds for management programs.

I have been unable to collect accurate figures or information on the areas of the country that are engaged in this activity. I am informed, however, that Virginia, North Carolina, South Carolina, Georgia, Maine, upstate New York, Pittsburgh, St. Paul and Cleveland are engaged in this program. San Francisco, Boston and other areas are now setting up management committees and working toward the institution of adult education.

Because of the lack of manpower and funds, we have been unable to make a scientific study on the benefits of such a program, but we have found the following nine points to be beneficial:

1. It provides access to top-level instruction from leaders in business, industrial and academic worlds. It brings leading

professors or speakers, by way of television, into the plants. These experts could never afford the time to cover all the engagements required of them.

2. It provides the opportunity for a company to establish a training medium, if such a program is presently non-existant.

3. A television production studio can lend itself to excellent presentations which may not be available to individual firms because of a lack of teaching technology and visual aids.

4. It is economical.

5. It reduces the costs of sending large groups of employees out of the office or plant to special seminars.

6. It saves thousands of hours in developing courses by the training department.

7. It makes the community more aware of keeping people better trained and up-to-date.

8. Television acts as a springboard for active discussion.

9. The inter-exchange of group or department ideas. This may be one of the most important benefits realized because we found departments of both large and small companies that had never sat down together to discuss their problems.

The case study which I have just presented to you in the management training area could naturally be applied to any other educational persuit.

We at WQEX are also engaged in broadcasting a one-hour once-a-week program in postgraduate medicine. Some 1200 doctors in 70 hospitals participate for 33 weeks a year.

Dr. Campbell Moses, Director of Postgraduate Medicine at the University of Pittsburgh and Medical and Science director for the American Heart Association, made the following statement:

"Educational television has proven to be immensely useful in keeping doctors abreast of advances in medical practice. The technic, pioneered in Utah, has since then been widely applied in Pittsburgh, South Carolina, Buffalo, Boston, California, Oklahoma and Arizona. By reaching large numbers of physicians simultaneously it is possible to inform a large proportion of the medical public at one time and thereby take advantage of the concept of "critical mass" to reinforce "doctor to doctor" education. In Pittsburgh we have used this technic for more than four years and not only to present continuing examples of the best medical practice, but also each week to call attention to local outbreaks of contagious diseases, to announce the availability of new drugs and also, and most importantly, to immediately alert physicians to new information about drug reactions as this material is released by the Food and Drug Administration. The ability to communicate with physicians via television goes a long way toward bridging the gap between laboratory discovery and bedside application."

Under the guidance of the Director of Continuing Education in the field of nursing at the University of Pittsburgh, we have been broadcasting a one-hour program for the last two years. This program is geared to the professional nurse employed by the general hospital. Its main objective is to provide more information on mental health concepts, such as caring for problem patients. Our survey shows we are reaching 40 to 60 hsopitals and 500 to 800 professional people.

We have not even really begun to explore the potential of this tool and the ways to harness its power. All of our work to date has been trial and error. We work constantly without sufficient funds, qualified staff and facilities to carry out such a program.

With a well developed concept, this could reach even the smallest of communities. The further you go from a metropolitan area, the more such a service is needed.

No one station, at the present time, is in a position to do little more than to meet its every day operations, its budget and its problems.

I feel that a national group, maybe the Public Television Corporation, is needed to set up the criteria, studies, research, the mechanism to bring the resources that are needed to make educational television a true and integral part of the Adult Education Program.

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